



iculation

December 2006

This issue of *ARTiculation* comes to you from the Office of Curriculum and Standards at the South Carolina Department of Education (SDE) as an electronic communication link with people involved in the education of students in the visual and performing arts.

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Got ART?

Quotable Quote

Time to Share

Professional Arts Education Organizations and Conferences

South Carolina Music Educators Association
MENC Southern Division Conference
Charleston, SC
February 7–10, 2007
<http://www.scmea.net/>

National Art Education Association
National Convention
New York, NY
March 14–18, 2007
www.naea-reston.org

American Alliance for Theatre and Education Conference
July 30–August 5, 2007
Vancouver, B. C., Canada
www.aate.com

National Dance Education Organization Conference
July 30–August 5, 2007
Mobile, Alabama
www.ndeo.org

South Carolina Alliance for Arts Education Conference
Columbia, SC
September 27–28, 2007
<http://local.lander.edu/scaae/> please note new URL

South Carolina Art Education Association Conference
North Charleston, SC
October 12–14, 2007
<http://www.scaea.org/>

Educational Theatre Association Conference
September 27–30, 2007
New York, New York
www.edta.org
TBA

South Carolina Theatre Association
<http://www.southcarolinatheatre.com/>

South Carolina Dance Education Organization
Myrtle Beach, SC
November 10–12, 2007
<http://www.scahperd.org/scda.html>

South Carolina Consortium for Gifted Education Conference
Columbia, SC
November 27–28, 2007
<http://www.sccge.org/>

At the SDE

Arts Curricular Grants: Start Planning NOW

It's not too early to be thinking about and planning a "Distinguished Arts Programs" (DAP) and "Strategic Planning or Special Project" (SPSP). Arts Curricular Grants will be posted by early 2007 on the SDE Visual and Performing Arts Web page.

The purpose of the 2006–07 Arts Curricular Distinguished Arts Program (DAP) is to assist schools and districts to develop and implement large-scale arts initiatives that support quality educational programs in the arts that significantly improve student achievement. The DAP-funded programs must promote the development and implementation of appropriate curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*. DAP-funded programs must also serve as the foundation to support quality arts instruction and the growth of such programs in South Carolina schools. Successful proposals will include dance, music, theatre, the visual arts, or any combination of these arts areas.

The goal of the SDE's 2006–07 Arts Curricular Strategic Planning and Special Project (SP/SP) grants is to improve student achievement by funding quality educational programs in the arts—dance, music, theatre, the visual arts, or any combination of these areas—to promote the development and implementation of appropriate curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*.

Exemplary grants from the 2006-07 cycle will be posted on the SDE Web site for applicants to better understand ACG expectations.

Chapin High School Students Exhibit at the SDE

Visual Arts Students from Chapin High School in School District Five of Lexington and Richland Counties have their artworks on exhibit at the SDE. The pieces range from mixed media and ceramics to altered books. The SDE would like to thank these students for allowing their works to be displayed. The SDE would also like to thank visual arts teacher **Carol Washburn and Jane Malone** for making this exhibit possible.

People in Arts News

Is there a teacher, student, parent, administrator, or someone in your school or district that has received national arts recognition? Perhaps someone has received an award, special recognition, or elected to a national office. Send this information to ARTiculation and it will be published in the next newsletter.

Gayle Griffin, Ridge View High School Senior, is the recipient of the National Dance Education Organization Artistic Merit, Leadership, and Academic Achievement Award. She is one of two in the nation. She is the K-12 recipient. The other recipient represents the private studios.

Gayle submitted a dance she choreographed along with an essay to the state competition level. She won the state level and moved to the national level to represent South Carolina. Gayle created the dance and wrote the poem that she used as accompaniment for the dance.

The award is for any student who is a junior or senior studying dance in any private or public high school, dance academy, performing arts center, or community center.

Professional Development and Special Recognition Opportunities

Converse College Creativity Institute in Summer 2007

Converse College will offer a Creativity Institute (EDU 599). The purpose for this institute is to engage students in the study of creativity to promote a deeper understanding of the concept through examining various theories, creatively gifted people, and ourselves. Application to our lives, our schools, our classrooms, and our students will be the ultimate goal of the institute. This institute is funded by the SDE.

Date: June 26–30 and July 21, 2007

Hours: 9:30 a.m.–3:30 p.m.

Location: Converse College

Instructor: **Dr. Nancy Breard**

Graduate credit: Three hours

For more information and an application, contact jill.feist@converse.edu.

SCAEA pARTner Program is Ready to Assist You

The South Carolina Art Education Association (SCAEA) has eleven veteran art educators ready to listen to your questions, concerns, and ideas. If you want to join the **pARTner Program**, please respond via e-mail to **Laura McFadden** at lmcfadden@fsdl.org to request a packet. The program is open to all SCAEA members regardless of their experience.

The SCAEA Partner Program is a network of advisors and novice teachers. A corps of advisors will be made available to novice art teachers and other teachers who choose to participate. Just as good teachers learn from their students, the program acknowledges that the relationship between advisors and novices will be a partnership in supporting and promoting quality art education.

Advisor teachers selected for the program are accomplished professionals who have worked for at least ten years in art education. These advisors volunteer their time and expertise to support other teachers in the field. Advisor teachers communicate by e-mail to offer advice, share experiences, identify resources, and listen to the concerns of the novice teachers.

The program is opened to any art teacher who would like to participate. These teachers may choose to contact one advisor or more advisors as needed. The corps of advisors will be classified by specialty and grade level. For example, a teacher may choose to contact an advisor whose expertise lies in working with special needs students. In another circumstance, the teacher may contact an advisor whose expertise lies in creating assessments or writing curricula.

Advisor teachers will be available to answer questions about art media, processes, standards implementation, assessment, and resources. Novice teachers may want to share classroom experiences and get feedback from advisors. Participants may discuss how to deal with parents, administrators, other teachers, and students. Novice teachers may ask how to set up a successful art exhibit, how to get publicity for an event, how to find resources in the community, and seek advice on specific activities for instruction. Art clubs, yearbook duties, recertification, professional development, and student discipline issues are additional topics advisors and novices.

Advisors and novices must read the established guidelines for participation and sign a letter of agreement. Those who do not follow the guidelines will be prohibited from participation. All participants may opt out of the program at any time as needed. Please return the signed agreement by e-mail with an electronic signature or by postal mail to

Laura McFadden, 2210 Chadwick Drive, Florence, SC 29501, if you are interested in participating.

Guidelines for Participants:

If you choose to become a participant in the SCAEA Partner Program, you agree to follow the guidelines as outlined by the program committee. Participants should read the guidelines for advisors as well so that they understand the expectations and restrictions for both groups.

Participants may choose to contact and communicate with only one advisor or they may choose to contact various advisors as needed. Advisors will be identified by grade level and area of expertise. Initial contact and most communication will be through e-mail. If a participant feels the need to meet in person or talk with an advisor over the phone, he should e-mail that request to the advisor first. Participants should not call or visit advisors without prior permission.

Communication should be professional and participants should seek advice for educational concerns only. This program is not the forum for personal problems. Sarcasm and humor do not translate well through e-mail and may cause unwarranted problems and misunderstandings. Profanity should not be used by either advisors or participants.

Participants are assured that all communication with advisors is confidential and advisors will not share details of that communication with others without participant permission. For example, an advisor may need to consult with another professional to provide the best advice. Advisors should ask permission first. Participants should be aware that e-mail is not secure and may be viewed by other parties and can be used in legal proceedings. In the rare case that a participant communicates a situation that is illegal or potentially dangerous, the advisor will contact that participant's administration and the proper authorities.

Participants should understand that communication from advisors is offered as advice and should not be taken as requirements. Participants should consider all advisor advice carefully before following the advice. If any advice seems questionable, participants may consider contacting another advisor for a second opinion.

An advisor may choose not to work with a participant if he feels that he believes he cannot offer the support needed due to time restrictions, lack of expertise, or personal reasons. All advisors will respond to any communication from participants even though they may decline to work with a participant. Participants will be sent an updated advisor list on a regular basis so that they are aware of advisors who opt out of the program and may not respond to participant contact.

SCAEA Partner Program Participant Agreement

I, _____, agree to follow the guidelines as outlined by the South Carolina Art Education Association for this program.

As a participant, I agree to:

contact advisors with serious questions or concerns about art education;
not use advisor contact information for nonprofessional purposes such as chain letters, jokes, or sales;
obtain permission from advisors before contacting them by phone or in person;
not share advisor contact information with others not in the Partner Program;
keep information provided by advisors confidential; and
remain professional in my communication with advisors.

I hereby forego and waive any demand, action, lawsuit, or claim of any type whatsoever against the South Carolina Art Education Association which might arise as a result of my participation in this program.

Signed _____ Date _____

E-mail _____

Phone number _____

Participants should read these **Guidelines for Advisors**:

If you accept the role of advisor in the SCAEA Partner Program, you make the commitment to make your contact information available for teachers who seek your input. Advisors should read the guidelines for participants as well so that they understand the expectations and restrictions for both groups

Most communication will be through e-mail, but in some circumstances it will be necessary to communicate over the phone or in person. The advisor should use his/her judgment to determine if a face-to-face meeting is necessary and should carefully consider a participant's request for a meeting.

All communication should be conducted in a cordial, yet professional manner. Even though friendships may develop through this advisor relationship, communication as part of the program should be limited to professional concerns. Sarcasm and humor do not translate well through e-mail and may cause unwarranted problems and misunderstandings. Profanity should not be used by either advisors or participants.

Information shared between advisors and participants is confidential. Advisors should not share personal information or details of participant problems with others. An exception would be if the advisor needed to consult with another professional to solve a problem or find resources. The advisor should have the participant's permission to share information in such a case. In the rare circumstance that a participant relates information

of a criminal or potentially dangerous situation, the advisor would need to share that information with the participant's administration and proper authorities.

E-mail communications are not secure and e-mail from school networks is considered public information. Advisors and participants should be aware that e-mail may be viewed by outside parties and can be used as evidence in legal proceedings.

Advisors have no responsibility for contacting participants on a specific schedule; however, all participant e-mails should be responded to even if the advisor chooses not to work with a particular participant. Participant e-mails should not be ignored and advisors should redirect requests to others if they feel that they cannot assist the participant. If an advisor chooses to withdraw from the program, he should notify the program committee in writing.

Learning and Dancing throughout the Curriculum

Join your colleagues for a professional development workshop with Kennedy Center Teaching Artist **Eric Johnson**. The workshop will be held at Columbia College from 10:00 a.m. until 2:00 p.m. on Monday, January 15, 2007.

This workshop is sponsored by the South Carolina Center for Dance Education and the South Carolina Dance Education Organization (SCDEO) in partnership with the Peace Center for the Performing Arts through the Kennedy Center Partners-in-Education program. The SCCDE receives funding from the SC Department of Education and the SC Arts Commission which receives support from the National Endowment for the Arts.

Attend this outstanding workshop with acclaimed teaching artist **Eric Johnson** and network with other educators. Lunch and snacks are included in the workshop fee.

Workshop Agenda:

9:30-10:00 Check-in at Godbold Center, Room 205 (snacks and drinks)

10:00-1:00 Workshop

1:00-2:00 Lunch and networking

For more information about the workshop and **Eric Johnson**, click on the link below:

http://www.kennedy-center.org/images/education/partnersineducation/brochure04teachers_j-m.pdf.

Space is limited, so reserve your place now. Complete the registration form below and send it in today

SCCDE/SCDEO Professional Development Workshop
***Learning and Dancing throughout the Curriculum* with Eric Johnson**
Columbia College Godbold Center
Columbia, South Carolina
Monday, 15 January, 2007

REGISTRATION FORM

Name _____

School/Affiliation _____

Mailing Address _____

Phone Number(s) _____

E-mail _____

_____ I would like to request a vegetarian lunch.

I am registering as a:

_____ NDEO/SCDEO Member (\$5.00)

_____ Non-member (\$15.00)

\$ _____ TOTAL AMOUNT ENCLOSED

Note: For multiple registrants, please use separate forms. Fees for multiple registrants may be paid with one check.

Please enclose a check made out to **SCDEO**. Mail the form and check to:

Wrenn Cook, Director
SC Center for Dance Education
1301 Columbia College Drive
Columbia, SC 29203

Nominate a Colleague for Americans for the Arts Annual Awards

Americans for the Arts Annual Awards recognize the achievements of individuals committed to enriching their communities through the arts. Presented each year in conjunction with the Americans for the Arts Annual Convention, the annual awards honor exemplary leadership and innovation in the arts field.

Awards include Arts Education Network Award, **Alene Valkanas** State Arts Advocacy Award, Emerging Leader Award, **Michael Newton** Award for United Arts Funds Leadership, Public Art Network Award, and **Selina Roberts Ottum** Award for Arts

Leadership. The [Annual Award Nomination Form](#) is available on the Americans for the Arts Web site now. Nominations will be accepted until **January 12, 2007**. To be eligible for consideration, nomination forms must include the online form, a letter of recommendation, and a bio or resume. Only Americans for the Arts professional members are eligible to nominate individuals, but anyone may be nominated. For more information, visit the Annual Awards section of the website: www.AmericansForTheArts.org/Services/Annual_Awards. You may also e-mail us at membership@artsusa.org.

Exhibit, Performance, and other Opportunities for Students

Archibald Rutledge Scholarship Program

The Archibald Rutledge Scholarship program encourages and recognizes academic and artistic excellence among South Carolina students. Named for South Carolina's first poet laureate, it offers twelfth-grade students the opportunity to compete for a scholarship in [creative writing](#), [drama](#), [music](#), or [visual arts](#).

What does the program include? Students will mail original compositions (and other required documentation) in one of the four disciplines to the State Department of Education. Finalists will be selected from these entries. These finalists will attend a mandatory scholarship competition on **April 27, 2007**, in Columbia.

When does the program begin? Applications will be available on-line on **October 1, 2006**. The deadline to submit an entry is **February 2, 2007, by 5:00 p.m.** Entries are not accepted after the deadline.

How will the students be recognized? Four scholarships (approximately \$4,000 each) will be awarded on April 27, 2007. Each finalist will receive a certificate of participation. The finalists' [local schools/school districts](#) may also recognize students.

Eligibility criteria:

- Students must currently be enrolled in twelfth grade in a public school in South Carolina.
- Students must plan to attend a South Carolina college or university.
- Students must be a United States citizen and have attended public school in South Carolina for the past two years.

Applications are available for these areas of competition:

- [Creative Writing](#)
- [Drama](#)
- [Music](#)
- [Visual Arts](#)

South Carolina Governor School for the Arts and Humanities Application Now Being Accepted

The South Carolina Governor's School for the Arts and Humanities is currently accepting applications for the 2007–2008 Residential High School year and 2007 Summer Programs. Applications are due **January 12, 2007**. Auditions for all programs will be held on **February 10** in Charleston, **February 17** in Columbia and **March 3** in Greenville, SC. Interested emerging artists can contact the Admissions Office at admissions@scgsah.state.sc.us or 864–282–3724 for applications and more information.

The South Carolina Governor's School for the Arts and Humanities is a public residential high school located in downtown Greenville, South Carolina. The school gives artistically talented high school students from all over the state the opportunity to study their art in a supportive environment of artistic and academic excellence. Arts concentrations include Creative Writing, Dance, Drama, Music, and Visual Arts.

In addition to rigorous pre-professional arts training from faculty members who are also professional artists, students receive an intense and innovative academic education that fosters connections to the arts while meeting all requirements for a South Carolina high school diploma. Dancers can attend the residential high school from ninth through twelfth grades. All other art areas are two-year programs for eleventh and twelfth grade students.

Summer programs include Discovery, Academy, and Summer Dance. Both Discovery (for rising ninth grade students) and Academy (for rising tenth grade students) are two-week programs that include concentrations in Creative Writing, Drama, Music, and Visual Arts. Summer Dance is a five-week program for dancers ranging from sixth to eleventh grades.

Fifteenth Annual Duck Stamp Program

The South Carolina Department of Natural Resources is again sponsoring the Fifteenth Annual Duck Stamp Program art contest. The Conservation and Design Program is a dynamic, active, art and science program designed to teach wetlands habitat and waterfowl conservation to students in kindergarten through high school. The program guides students, using scientific and wildlife observation principles, to communicate visually what they have learned through an entry into the Junior Duck Stamp art contest. This non-traditional pairing of subjects brings new interest to both the sciences and the arts. It crosses cultural, ethnic, social, and geographic boundaries to teach greater awareness of our nation's natural resources.

For more information to go to the Duck Stamp Program Web site at www.jrduckstamp.com.

South Carolina Reel Art Competition

The Reel Art contest is open to South Carolina students in kindergarten through twelfth grades in public, private, or home schools. Students may submit original works of art that have not been copied from published photographs or other works of art. Students may use any type of medium to create their artwork such as colored pencils, chalks, watercolors, and acrylic paints. Entries must be 9" x 12" without a mat. No computer generated images or other mechanical devices can be used to create the student's entry. There should be no signatures or initials on the front of the artwork. The Reel Art Entry Form must be completed and attached to the back of the artwork. The artwork must be **postmarked by March 1** and addressed to:

Reel Art

Attn: BeBe Harrison

P.O. Box 167

Columbia, SC 29202

[Click here to download an application](#)

To go to the Reel Art Web site go to www.screelkids.com/reelart.htm.

Internet and Other Arts Education Resources

Why Music Is an Essential Liberal Art

Why is it so tragic that music is being squeezed out of the school day? Author **Peter Kalkavage** argues in the Fall 2006 issue of *American Educator* that music is an essential liberal art—and as such, it helps students understand themselves and their world. After all, music is central to adolescents' lives. To understand the power music has over their emotions, they should study it—especially classical music, as well as great works from other traditions such as folk songs and the blues. When studied as a liberal art, music begins to improve students' taste, to cultivate an appreciation of beauty. In a Q&A on why America's musical classics should be standard fare in schools, **Wynton Marsalis** concurs, explaining that the "music our children hear on the radio may feel good, like a candy bar feels good, but it has no nutrition." Public Agenda's recent look at parents', teachers', and students' educational priorities are also featured. Now that standards have been raised—and parents in particular see that today's schoolwork is harder than what they had to do as children—the top priorities are securing more funding for schools, reducing class size, and improving student behavior. To round out the issue, a cognitive scientist debunks the "brain-based" learning fad and *American Educator* takes a look at two content-rich children's magazines. To read more go to http://www.aft.org/pubs-reports/american_educator/index.htm.

National Endowment for the Arts Releases Study on the Arts and Civic Engagement

Large population survey is first to find links between arts participation and community health. People who participate in the arts are people who help make communities thrive, according to a study released today by the National Endowment for the Arts. The study, *The Arts and Civic Engagement: Involved in Arts, Involved in Life*, reveals that people who participate in the arts also engage in positive civic and individual activities—such as volunteering, going to sporting events, and outdoor activities—at significantly higher rates than non-arts participants. The report shatters the stereotype that art is an escapist or passive activity, showing instead that it is associated with a range of positive behaviors. The study also reveals that young adults (18-34) show a declining rate of arts participation and civic activities. For the full press release, visit the NEA online newsroom at <http://www.arts.gov/news/news06/CivicEngagement.html>.

Inspirational Art Teaching on Film

The documentary *When Fried Eggs Fly* takes a look at how a New York City public school teacher gets 162 eight-year-olds to compose, write, perform, and record an original piece of music on the environment as a way of creating community in the classroom. To access more information of this film go to <http://www.whenfriedeggfly.com>.

Catch up with Theories and Practices in Arts Integrated Learning from Recent Symposium

Podcasts of the symposium "The Literacy Question: New Theories and Practices in Arts Integrated Learning" are now available online by going to <http://www.wolfsonian.org/education/litsymp/resources.html>.

Free Art Teaching Resources

ARTstor is a not-for-profit initiative, founded by The **Andrew W. Mellon** Foundation, with a mission to use digital technology to enhance scholarship, teaching and learning in the arts and associated fields. The ARTstor Digital Library Charter Collection is a repository of hundreds of thousands of digital images and related data and the tools to actively use those images. Go to <http://www.artstor.org> to learn more.

NAEA Releases New Resource

"Reaching and Teaching Students with Special Needs Through Art" by **Beverly Levett Gerber** and **Doris M. Guay**, editors, is a book written for art teachers and those who value the arts for students with special needs. It provides an overview of special needs students in the art room. Special needs groups are addressed separately and include current definitions and descriptions and recommended teaching strategies. In addition, art lesson adaptations and behavior management strategies are included. Follow-up activities

are provided at the end of each chapter to gain further insights into each group of students. It also addresses school-wide concerns: collaboration among teachers and school staff, art therapy and therapeutic teaching, paraeducators in the art room, and resources for the arts for special needs students. Readers are also given step-by-step directions in order to obtain funding to expand their own teaching opportunities. The book is available for \$25; Member Price \$20 and the order number is 296. Web order forms are available by going to www.naea-reston.org/publications.

Time Sensitive Information from Past Newsletters

2007 Educator Fellowships in Italy: Creativity in the Classroom

Two Creativity Workshop Educator Fellowships will be given to two educators for attendance at the Creativity Workshop in Florence, Italy, July 13–22, 2007. The two fellowships will be given on the basis of a 500-word proposal: "How to Inspire and Implement Creativity in the Classroom." The concept of creativity can be in any subject area from the hard science to the more traditional creative arts. The chosen educators will spend ten days in the beautiful city of Florence, Italy, experiencing its creative spirit and attending the Creativity Workshop.

1st Prize: Free tuition and nine nights accommodations in Florence, Italy, to attend the Creativity Workshop July 13–22, 2007. (Airfare is not included.)

2nd Prize: Free tuition to attend a Creativity Workshop July 13–22, 2007 in Florence, Italy. (Airfare and accommodations are not included.)

For more information and to download further requirements and an application go to <http://www.exploringcreativity.net/educatoraward.html>.

Voices of South Carolina Gears Up For Second Annual Picasso Project

The Picasso Project is a student arts competition to benefit Voices for South Carolina's Children, a fact-driven, child issue organization that works to ensure all children in our state achieve their full potential. The works of The Picasso Project are from the finest and most promising student artists in South Carolina. Students from all school districts and institutes of higher education are invited to submit two-dimensional artworks, which are juried in eight regional competitions and then exhibited in eight regional shows. Following the regional shows, the top twenty pieces from across the state will be displayed in the Columbia Museum of Art from March 5–25, 2007. The regional winners' artwork will then be displayed and auctioned at The Picasso Project gallery exhibition and silent auction on April 20, 2007.

During its first year, The Picasso Project was able to gain exposure for hundreds of students from kindergarten through college. All proceeds from The Picasso Project will

support Voices for South Carolina's Children's newest pre-K initiative "Kids Can't Wait to Learn," which advocates the creation of a voluntary, universal pre-K program for students in the Palmetto state.

For registration information, please visit the website at www.scchildren.org,

E-mail at Picasso@scchildren.org or call at 803-256-4670 extension 224.

You can also write us at the following address:

Voices for South Carolina's Children
Attn: Picasso Project
2001 Assembly Street, Suite 108
Columbia, SC 29201.



The 2007 Manufacturing Design Competition

The Manufacturing Design Competition was developed to give students in first through twelfth grades from throughout South Carolina an opportunity to learn more about the various facets of manufacturing. In doing so, we hope to encourage future generations to consider and explore opportunities within manufacturing.

One of Salute to Manufacturing's primary goals is to challenge popular notions of what manufacturing encompasses. Our reliance on manufactured goods has skyrocketed over the last century to the point where almost all goods used on a daily basis are manufactured. This includes the clothes we wear, the cars we drive, and the computers we use at work or school. It's important to remember that someone had to first design that shirt, conduct aerodynamic tests on that car, and develop the lightning-fast computer circuitry in that computer.

Artists, designers, scientists, engineers, technicians, computer professionals, marketing consultants, and other specialists, all play an integral role in manufacturing today. This contest allows students to discover this vast array of opportunities.

The following three categories are offered in the competition:

- T-shirt Design—open to high school students,
- Tote Bag Design—open to middle school students, and
- Placemat Design—open to elementary school students.

Scholarships are awarded for the top three designs in each category: \$400 for first place, \$200 for second place, and \$100 for third place. Additionally, the education department from each school that produces the first-place winner in each category is awarded \$300.

Go to <http://www.salutetomanufacturing.com/artcontest.asp> for entry information.

Nickelodeon Theatre to Debut Youth Media Literacy Series

The Nickelodeon Theatre of the Columbia Film Society announces two new film series focused on helping youth/parents and caregivers understand the power of films and how films are made.

The Nickelodeon Theatre, which plans to move to 1607 Main Street within the next few years, decided to launch the media literacy series as a pilot program now, and expanding it into the newer larger facility. Eventually, plans are to create the South Carolina Film Education Center that will offer workshops and courses in media literacy for schoolteachers and students throughout South Carolina.

According to Columbia Film Society/Nickelodeon Theatre Executive Director **Larry Hembree**, “With recent funding help from Baker and Baker and The Nord Family Foundation, and a partnership with the Columbia Museum of Art, the timing was right to launch the series.”

The first youth film series, called “Great Reads & Great Reels,” in partnership with the Columbia Museum of Art, will showcase five films between September and May. “Great Reads & Great Reels” is a media literacy program encouraging youth to understand better media creation and its impact. The series originated out of a need to assist young filmgoers in understanding the dynamics that go into the filmmaking process. Each workshop takes as its starting place a novel which has been adapted for film, which each participant is encourage to read. After the film is shown, activities focus on the elements of film production used to tell the story, especially highlighting cinematography, editing, art direction, lighting, and performance. USC Media Arts students and local film professionals will facilitate activities. Admission to each film is \$3 per person.

“Literacy in the 21st century is more than just words on a page; young people can and do appreciate films adapted from well-known novels,” said media educator **Frank Baker**.

"What we hope to do with this series is introduce the language of film by way of media literacy."

The series will be offered the third Saturday of every other month at 10 a.m. beginning September 16. The series is for middle school students and an adult parent or caregiver must accompany all participants. The films will be shown in the Lorick Auditorium at the Columbia Museum of Art, located at the corner of Main and Hampton Streets.

Films scheduled for the pilot season are:

January 20, 2007, screening of "Charlotte's Web," (1972 version) based on the book by **E. B. White**. Wilbur the pig is scared of the end of the season, because he knows that when that time comes, he will end up on the dinner table. The film is rated G.

March 17, 2007, screening of "I Am David," the story of a young boy who escapes a Stalinist-era labor camp and is thrust into the free world for the first time as he is forced to journey across Europe from Bulgaria to Denmark. The film is based on the book written by **Ann Holm**. "I Am David" is part of the seventh annual Columbia Jewish Film Festival. The film is rated PG for thematic elements and violent content.

May 19, 2007, screening of "A Separate Peace," based on the book written by **John Knowles**. Gene and Finny are two boys who are best friends living in 1943, at the height of World War II. The film is rated PG.

The second youth series, called "Second Saturdays @ The Nick," is created for youth, parents, and caregivers and focuses on the shared experience of watching and discussing film and its content. The series will be offered on the second Saturday every other month beginning August 12, at the Nickelodeon Theatre, 937 Main Street. The film starts at 10 a.m. with discussion immediately following. The series is for youth ages 7–11 and a parent or caregiver must accompany all participants. Admission is \$1 per person. Nickelodeon concessions will be sold at regular prices.

The schedule for the first six months is as follows:

December 9, 2006, screening of "A Christmas Story," humorist **Jean Shepard's** vignette-laden, nostalgic view of Christmastime in Indiana during the 1940s. The film is rated PG.

For a more detailed synopsis of films or to answer questions, please visit the Nickelodeon website at www.nickelodeon.org or call the Nickelodeon office at 803–254–8234.

South Carolina State Museum Current Exhibits

NAPOLÉON An Intimate Portrait continues on exhibit through January 1, 2007. This major exhibition includes more than 250 period artifacts, many of which were the French emperor's personal items, including his famous hat, clothing, portraits, furniture, maps, and many other items. Admission to the exhibit is \$8 for adults, \$5 for children ages 3–12 plus regular museum admission. Admission for members of the State Museum is \$5. See August ARTiculation for more information.

Babar's Museum of Art at the Gibbes

The **Gibbes Museum of Art** is pleased to present original watercolors painted by **Laurent de Brunhoff** (born 1925) to illustrate the book *Babar's Museum of Art*. The exhibit runs through December 31. The story describes how King Babar and Queen Celeste turn an abandoned train station into an art museum. To add artwork to the museum walls, **de Brunhoff** chose thirty-five of his favorite masterpieces to interpret using elephants instead of people. The book pays tribute to such artists as **Jackson Pollock**, **Paul Cezanne**, **Mary Cassatt**, **Leonardo da Vinci**, **Pablo Picasso**, and **John Singer Sargent** and reminds the reader of the many ways that art museums enrich the community.

Babar Tours

The tour allows students to visit the exhibition, learn about the artist, explore portraiture, narrative art, and the concept of "appropriation." The experience includes a visit to other galleries in the museum. Tours are customized for various age groups on available selected dates Tuesday–Friday. The cost is \$7.

Authors and Illustrators

In addition to general school group tours of the *Babar* exhibition, the museum offers a unique opportunity for third and fourth grade students to work directly with a local author and illustrator to learn more about the process of writing a book. Activities include exercises in narrative writing and illustration and a special tour with the author and illustrator. Tours are available on selected dates Tuesday–Friday. The cost is \$8.

For more information contact:

Susan Earhart, K–12 Program Manager
843–722–2706 x 23
searhart@gibbesmuseum.org

Check out the NEW State Department of Education Visual and Performing Arts Web Page

Got a question or need information? Go to the SDE arts web page. New information is added periodically.

Go to <http://ed.sc.gov/agency/offices/cso/vpa/vpa.html> to find information on a variety of topics including the Visual and Performing Arts Curriculum Standards and the Arts Curricular Grants Program. In addition, there are links to twenty-eight arts related Web sites including your state professional arts education organizations. Everything you need is right at your fingertips!

Got **ART**? The Department of Education would like for offer you the opportunity to share your students' artwork. A secure cabinet is available for you to display your student's 3-D art. If you would like to contribute artwork either for

permanent or temporary display, please contact Scot to make arrangements for your exhibit.

Quotable Quote

“Imagination rules the world.”

“I love power. But it is as an artist that I love it. I love it as a musician loves his violin, to draw out its sounds and chords and harmonies.”

[Napoleon Bonaparte](#)

Time to Share

Do you have information, articles, resources, or news to share for ARTiculation?

Send your info to

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Visit the arts in South Carolina by going to

<http://ed.sc.gov/agency/offices/cso/vpa/vpa.html>